

English Language Proficiency Assessment Background

Under Title III law, all LEP students are to be assessed annually to determine proficiency and growth in the English language; more specifically, English proficiency is derived from the four recognized domains of speaking, listening, reading, and writing. (*Title III, Sec. 3113(b)(2), Sec. 3116(b)(3)(C)*). Currently, the Idaho Language Proficiency Assessment (IELA) is administered annually, each spring, to meet this requirement. The IELA calculates growth and proficiency in the English language for each student assessed.

Also, under Title III law, all LEAs, Title III and non-Title III LEAs alike, which serve LEP students, are held accountable to growth and proficiency measures, not only in regards to English language acquisition, but also in regards to making adequate yearly progress in meeting the State's student academic achievement standards. Accountability is determined through Annual Measurable Achievement Objectives (AMAOs), which each district must meet (*Title III, Sec. 3122(a)(3)(A)(i, ii, & iii)*).

Just prior to SY 2008-09, the Idaho State Department of Education (SDE) analyzed three years of IELA data and consulted with Idaho educators to determine appropriate AMAO targets for AMAOs 1 and 2. These targets were submitted to the U.S. Department of Education with the State Plan and were approved. Current targets for AYP/AMAO 3 were just recently submitted and approved, by the U.S. Department of Education, through the Elementary & Secondary Education Act (ESEA) Waiver for Idaho.

Another new and recent change is the adoption of the World Class instructional Design and Assessment (WIDA) English Language Proficiency (ELP) Standards, by the Idaho State Board of Education, on August 16, 2012. The current school year, 2013-14, is the first year that districts across the State are required to implement the WIDA standards. Being that the current school year is also the first year for implementation of the CCSS/Idaho Core Standards, it is even more important for districts to gain access to WIDA'S 2012 Amplification of the ELD Standards, which provides a framework to enable educators to make connections with the WIDA ELD Standards (2007) and the Common Core/Idaho Core Standards.

Along with the implementation of new ELP standards, students must be assessed using the corresponding assessment. The assessment aligned to the WIDA standards is the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS) Assessment. Currently, Idaho is scheduled to transition from the IELA to the ACCESS in the Spring of 2016, at which time, the ASSETS Consortium, which Idaho is a member State, will have developed and released the online version of the current paper/pencil ACCESS. The online version of the English proficiency test will be named ACCESS 2.0.

For more information:

Title III Law and AMAOs : <http://www2.ed.gov/policy/elsec/leg/esea02/pg41.html>

NCLB Sec. 1111(b)(1): <http://www2.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1111>

AMAOs – Idaho LEP Program Manual: http://www.sde.idaho.gov/site/lep/state_federal.htm

ESEA Waiver: <http://www.sde.idaho.gov/site/esea/>

Idaho Adequate Yearly Progress (AYP): <https://apps.sde.idaho.gov/AYP/>

WIDA Standards: <http://www.sde.idaho.gov/site/lep/eldStandards.htm> and
<http://wida.us/standards/eld.aspx>
ACCESS Assessment: <http://wida.us/assessment/>
ASSETS Consortium: <http://assetsproject.org/>